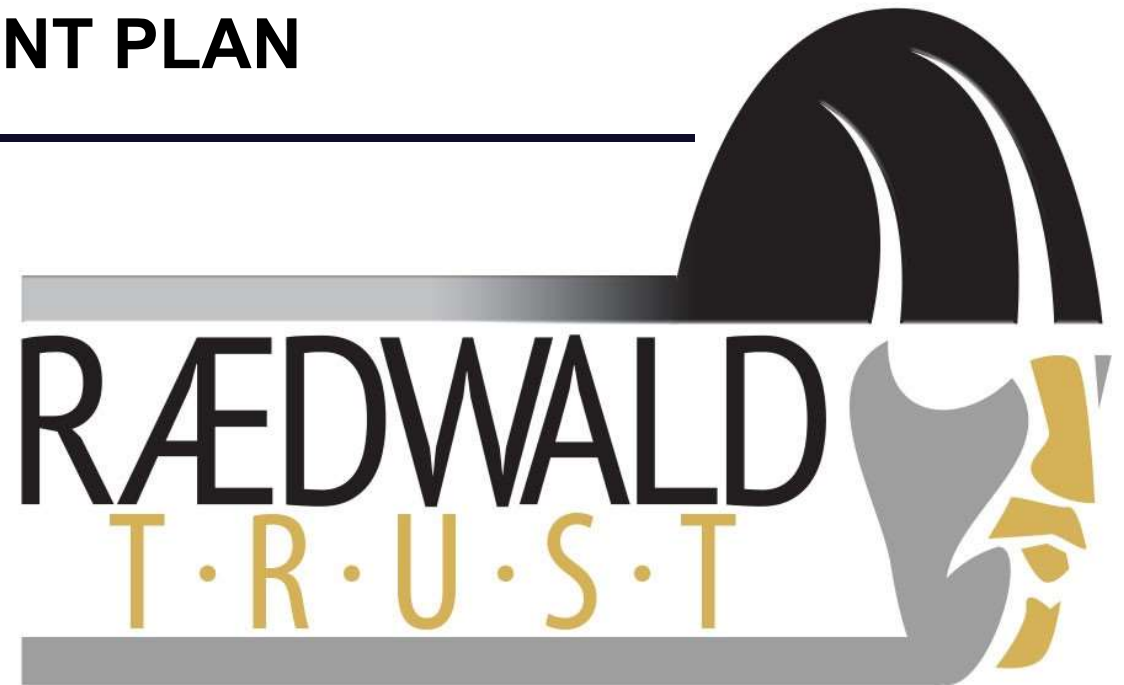# ST CHRISTOPHER'S ACADEMY
ACADEMY IMPROVEMENT PLAN

JUNE 2020

St. Christopher's Academy

1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	Undertake effective internal cross site reviews with a specific focus to develop and share best practice	Actions identified from internal reviews (TPP, HaS, SG) used to create site specific action plans and shared with staff team (TB)

Twice daily Extended HEG TEAMS conference call to ensure clarity between sites and offers in place, which provides an opportunity to pool resources to support learners across the whole Trust (HEG, TBM)

KS2 Curriculum Planning Team used to strengthen links across the primary settings across the Trust to support and align planning and curriculum offers (CFair, TB) | | | | | | |
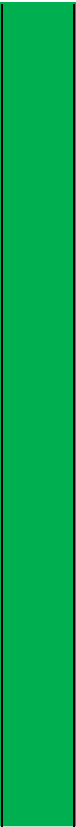| | | Establish and maintain positive links with external mainstream primary settings | | | | | | | |

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning for all learners through focussed, challenging, pupil target setting.	Have in place an engaging, innovative and challenging curriculum where all staff are clear on the intent, implementation and impact the curriculum.	Continue to work alongside Lauren Meadows to address the areas for development from the curriculum review. (TB, CFair, SB) Subject Policies, programmes of study and subject overviews reviewed and all in place (CFair, TB)	Yellow	Yellow	Yellow	Yellow	Green	
		Provide the opportunity for all pupils to be able to access end of key stage national assessments	A new entry assessment package now in place. It has been adapted to suit the current cohort and need. A more engaging and user friendly assessment package to be used on entry to give an accurate overview of pupil (TB, CFair)						
		To ensure pupils develop their cultural capital through an effective curriculum.	Ensure we uphold our commitment of offering our learners one employment opportunity each term. (TB, CFair, MW)						

| | | Strand B work packs include different ideas for various activities for families to do together to | 🟨 | 🟨 | 🟨 | 🟨 | 🟩 | |

Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.3	Work with our partners in social care, health and education, to secure our young people's access to the support they require, at the time they require it	Effective relationships with our partners resulting in a whole team confidence on which partner to seek advice from relevant to the pupils need.	Regular communication and dialogue with our partners SG meetings have continued to take place via TEAMS (TB, CFair, CO) Regular contact with families to encourage parents/carers to embrace the support from social care that is available (TB, CFair, CO) SENCo to continue to have regular communication with all stakeholders in relation to next steps/provision for each child in particular the Family Services point of contact (CFair, TB)	🟨	🟨	🟨	🟩	🟩	
AFD 3.4	Offer the maximum time of learning to all learners and,	All pupils have access to a full time offer	All pupils have an offer of 25+ hpw on site offer (TB)	🟨	🟩	🟩	🟩	🟩	

where a reintegration timetable is necessary, ensure we are doing all we can to increase contact hours				**Regular Strand B offer in place for all pupils currently accessing learning at home. Work packs sent home weekly which include work tailored to each pupil's individual needs (TB, CFair, SB)** **Ensure staff group continue to have a daily dialogue regarding each pupil to ensure their offer is appropriate** **Half termly F2F meetings with EWO (TB, CO)** **Regular contact with Family Services in relation to next steps for our learners whose placement comes to an end this academic year (TB, CFair)**						

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.1	Grow a culture of candid conversations, through openness and transparent feedback, promoting ethical accountability	Staff have successfully self-led their professional development this year and developed areas of their practice that were originally identified as areas for growth to further improve the outcomes of our young people	Encourage the positive outcomes of having open conversations about professional development and areas of improvement (TB) Staff members currently working within the curriculum development team have grown in confidence in planning and curriculum coverage and outcomes (CFair) Welfare calls/discussions undertaken for every staff member regularly (TB, TBM) Weekly whole staff TEAMS meeting for a catch up to bridge the link between home and site based workers (TB) Relevant information to be shared from daily Extended HEG with whole staff team if necessary (TB)	🟨	🟨	🟨	🟨	🟩	

		KPIs	Actions	Evaluation RAG					
		Effective feedback following trust visits/reviews/drop-ins	Continue to undertake weekly learning walks with links back to the AIP (TB) Continue to undertake termly formal lesson observations (CF, TB, CFair) Continue regular work and book scrutiny sessions (TB, CFair, SB) Share trust calendar with staff (TB) Ensure staff are provided with the opportunity to have professional dialogue following any visits/reviews and any actions to be addressed to be shared with all (CF, TB)	🟨	🟨	🟨	🟨	🟩	

Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.3	Strengthen opportunities to learn from 'pupil voice' and influence organisational operation and strategy	Staff have responded and actioned appropriate pupil feedback to develop the outcomes for the pupils.	Staff to continue to have two briefings a day which provide the opportunity to discuss and pupil feedback.	🟨	🟨	🟨	🟩	🟩	

			Communication with home has been daily and contact offered daily to all pupils currently not accessing a Strand A on site offer. Pupils offered opportunity to shape the content of their home learning packs to suit their interests (TB, CFair) Strand B weekly doorstep visit to all pupils currently home based to ensure the home/school link is maintained (TB, CFair)			
		Weekly Student Council meetings with weekly feedback to whole pupil group of meeting outcomes. Positive engagement from pupils when giving feedback to the termly pupils and safeguarding questionnaires.	Continue to vote for a new student council each half term/term. FLO to continue to work with the pupils to complete the pupil feedback questionnaires each term. (TB, CO)			

2. Monitoring and evaluation of the action plan

In order to ensure rapid progress towards these outcomes the actions and KPIs will be monitored in the following way:

      a.   Academy based monitoring, including Learning and Education Committee

The school based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority. The lead will RAG the completion of the actions as follows:

- *RED: the action is not yet started and/or there is a high risk of slippage or non-completion.*
- *AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.*
- *GREEN: the action is fully complete as specified*

Completion of the actions is intended to lead to the impact as outlined in the KPIs.

The Lead will RAG rate the each area for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.

      b.   Trust based monitoring

The CEO will receive a progress report on the actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFD. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG and Trust Board. The success measures will be RAG rated by the Trust Board based on a scrutiny of the evidence and data presented to the CEO at each HEG meeting.